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A “Cultural-Blowing” Proposal for EFL Teaching in Secondary Education.

Máster en Profesorado de Educación Secundaria Obligatoria
y Bachillerato, Formación Profesional y Enseñanza de
Idiomas

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ABSTRACT

This paper includes a didactic proposal for the teaching of English. This proposal is based upon the importance culture has for the society and the language. The main pillar over which this paper is based on is that the teaching of a language cannot be contemplated without the teaching about the culture, history, etc. otherwise there would be a failed attempt in teaching. Therefore, a teaching proposal taking some cultural elements will be included in this paper. Out of these cultural elements, the Bonfire Night is the central one, taking into account both its historical original and its current conception as a national holiday. These topics are meant to be taught in a very specific context of Spanish 4th of E.S.O.

Key Words: Culture, Bonfire Night, EFL (English as a Foreign Language), Secondary Education, Language Production.

Este documento establece una propuesta didáctica para la enseñanza de la lengua inglesa, basada en la importancia de la cultura en la sociedad y el propio idioma. El principal elemento en el que esta propuesta se basa es que la enseñanza de un idioma no se puede contemplar sin el detenimiento en su propia cultura, historia literatura, etc. sin el riesgo de que el proceso de enseñanza se vea afectado. Es por ello, que se incluye una propuesta con algunos elementos culturales en este documento, de los cuales, el que está más desarrollado es la ‘Bonfire Night’ o noche de las hogueras, partiendo tanto de su origen histórico como de su celebración actual. Estos ámbitos culturales están específicamente diseñados para la enseñanza en cuarto de E.S.O.

Palabras Clave: Cultura, Bonfire Night (Noche de las Hogueras), ILE (Inglés como Lengua Extranjera), Educación Secundaria, Competencia Comunicativa.

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1. INTRODUCTION

There have been many theories throughout these last decades about new ways of implementing certain elements in language teaching, including those connected with culture, which is the central topic of this paper and of the teaching proposal it contains, this paper is presented as a “cultural-blowing” proposal since one of its main parts has to do with the Bonfire Night and its origin in the Gunpowder Plot. Therefore, there is a link between gunpowder and the innovation that introducing cultural events in language teaching carries.

Culture has been studied throughout the decades following many different points of view. This paper regards culture as the group of features that are shared by a specific group of people in a particular place and compose the main identity of a society and its language. This means that culture can be understood from the historical heritage a society possesses, that is, monuments, literature, or art, to the minimum expression of culture, being behaviours, customs, expressions, clichés, etc. Culture can be seen in many aspects of society and there is not just a main conception of it but rather *several* conceptions, therefore it can be seen and analysed from many perspectives. This paper includes a proposal for the integration of culture teaching in EFL (English as a Foreign Language) teaching since it is very important, as it will be argued below, that culture teaching is included in language teaching. However, this case is specifically planned for EFL, and it will include cultural events that are characteristic of English-speaking countries. According to this specific proposal, the chosen cultural events correspond to each one of the Spanish trimester programs. Hence, the cultural events are the Bonfire Night, taking place on the 5th of November, Saint Patrick’s Day on March 17th and, finally, the American National Holiday on the 4th of July.

The general and specific objectives of this didactic proposal may be understood as:

- To analyse the relevance and benefits of culture in the teaching of a foreign language as a means to improve the process of both teaching and learning it.

- To design a teaching proposal introducing cultural events that may, or may not, be familiar to the students in a way that suits their interests and also may increase their interest towards the language.
 - To establish activities that make students produce and communicate in the target language in oral and written forms.
 - To highlight the elements that may not be familiar to the students so that they can witness the wider framework in which the cultural elements are displayed.
 - To relate causes and consequences of the different cultural events, defining the origin and how these events have evolved through history.

- To plan final activities that sum the contents seen throughout the different lessons, being the students the providers of these contents, serving as closure activities.
 - To compose these activities of elements that can relate to the students' own interests and target their motivation towards the language and its cultural elements.
 - To organise these activities, in the end, leading towards a final closure where students may be able to demonstrate their acquisition throughout the lessons.

This paper is based upon two main pillars. Firstly, the theoretical background is included, since it settles the importance of culture teaching. There will be an overview of the theories that have been proposed throughout the latest decades, justifying the importance of including culture-teaching in language teaching. The second main part is the didactic proposal, which was intended to be put into practice during the internship period, hence the group to which it is oriented will be also specific. There is a wider framework in which this proposal is included. Therefore, it is included in a didactic program that would apply to the Spanish educational calendar. The proposal intends to take up three different cultural elements, relating each of them to a specific trimester, according to their chronological performance, that is, as mentioned above, for the first trimester, the Bonfire Night, for the second trimester, Saint Patrick's Day, and, finally, for the third trimester, the American National Holiday, the 4th of July.

According to the characteristics of this paper, if the three different holidays were to be expanded into didactic units there would be a way too extensive paper that would imply something more similar to a didactic proposal rather than to a didactic unit. Hence, this paper will present one didactic proposal, corresponding to the first of the aforementioned holidays, the Bonfire Night. The second holiday (Saint Patrick's Day) and the third holiday (The 4th of July) are to be presented as a guide with which teachers could expand their didactic unit. The methodology and contextualization presented in this paper would apply too to those holidays. There will be an expanding on those holidays as well, but it will not be as profound as the one made with the Bonfire Night.

2. THEORETICAL BACKGROUND

2.1 *The relevance of culture teaching*

Humans are social beings who live in complex structures and follow different, but common, behaviours. This can be seen just standing in the middle of a city, as the hours go by, one will see how people come from the suburban areas to work in the city centre at different companies, then how, at a specific hour, those people will go out to have lunch and then will go back to work, and, finally, how they will return home. There is social behaviour in this, at 12:30 p.m. in English speaking countries people will go out and have dinner but in Italy or Spain, this will happen an hour later in the former and two hour later in the latter. These social behaviours are mixed into culture. When there is a celebration at a restaurant in Spain, it is likely that, after lunch, there will be the so called “sobremesa,” which stands for the people, having had lunch, just chatting at the table altogether for an hour or so. This will be found throughout the entire country. These social behaviours that are common within a society can be described as culture. There are certain elements of a society that are specific to that society, therefore turning them into cultural features for that same society. Hence, this paper will analyse how those cultural elements must be given importance and must be introduced in the teaching of a language. In the case of this essay, the cultural teaching will be mostly focused in the English teaching. Therefore, there will be an association between the cultural element and the language being taught.

Many studies have explored how language changes and pre-modifies the human mindset. Hence, there have been multiple theories drawn out from this, which regard and imply that humans who share a common language are likely to think in a more similar way than those humans who do not speak the same mother tongue. This can be seen, for instance, in terms of gender attribution. There are languages that share the same, or a very similar, gender attribution to nouns, but there are also other languages that do not follow the same rules or, even, that do not use and do not classify nouns with the same genders. For example, Spanish and Irish only use feminine and masculine gender attribution to nouns when language discourse is built. However, there are other languages, such as German, which use the neuter gender. Therefore, monolingual humans, who have these non-neuter languages as their mother tongue (very unlikely to happen in the case of Irish), will

probably present more difficulties when trying to take a perception of neuter nouns, and there will also probably be interference from their mother tongue.

This is all related to our human cultural perception. “The term ‘cultural’ has often been associated with the term ‘social,’ as when one talks about the ‘socio-cultural’ factors affecting the teaching and the learning” (Kramersch, 1995, p. 83). Following with the aforementioned example, if the neuter gender is present in a specific human society, there will be a sociocultural perception of it. It will be integrated in the human culture. This phenomenon appears since languages are alive. For this specific reason, languages evolve within a specific society. Humans constantly use the language to communicate due to their social needs. Taking into account that it is clear that the way we speak nowadays clearly differs to the way they did a century ago, there must have been an evolution. This evolution is carried away along with the evolution of the culture of a society. The way people talk and communicate with the language is influenced by culture. Some decades ago, statements exclusively addressing women with the domestic environment were heard in the television, the radio, etc. Nowadays, hearing this in public media is unthinkable. Hence, there has been a process of social and cultural evolution in humans of a specific society, who have become aware of the negative connotations of these kind of statements and have modified their behaviour and, eventually, their language, during the past few years. The shaping and formation of a society is a process that takes many decades to be fulfilled, and it does not stop moving, it is always changing. As it has been argued before, languages and cultures are alive since people are alive, and they evolve together.

Language and cultures are alive since people are alive, therefore leading to change and social transformation. As Brislin argues, “culture refers to widely shared ideas, values, formation and uses of categories, assumptions about life, and goal-directed activities that become unconsciously or subconsciously accepted as “right” and “correct” by people who identify themselves as members of a society” (Brislin, 1990, p. 11). Moreover, there are cultural events that are persistently repeated within a society alongside the centuries. For instance, the event of the “Three Wise Men” is consistently repeated in Spain every 5th to 6th of January. This is a very clear example that specific events, most of them related with a festivity are kept in the minds of the people integrated in the society. It is true that in some countries, such as Spain, there were certain festivity days related with religion that used to be repeated and widely celebrated, such as the “Ash Wednesday,” but that in most recent years have become less frequent. This can mean that in the past few years there has

been a movement towards laicism that indicates a break between culture and religion. All these phenomena have equivalents in other cultures and countries and must be studied if there is a will to understand the culture. Therefore, there is a complexity behind each cultural element which should be given proper thinking. Nowadays, this is not happening since the “approach oversimplifies the importance of culture and its tendency to compare and contrast some cultural elements plays down their richness and does not promote any deeper analysis of these notions” (Piątkowska, 2015, p. 400). There should be a notion towards cultural understanding to deeply comprehend these phenomena since they always hide a complex society and its cultural values behind.

Societies are living beings that evolve chronologically, so, therefore, it is assumable that some of the traditions that are studied nowadays may not be as accurate as they are in the future. Hence, updated knowledge of these events is very important if they are to be taught in schools because “social practices and cultural values will only increase communicative competencies in the student if cultural competences are included in the basic teaching components” (Miquel and Sans, 1992, p. 6). The teaching of a language cannot be contemplated without the teaching of culture. Culture is what defines a society and is linked with language. However, learners must not commit the mistake of framing a whole community into one same culture box since each particular society creates its particular culture. There will be, surely, parts in common between two different societies that share a same language, but it is more likely that the more distance there is, the more differences one will find. There is a common universal language but that does not imply that there are not individual cultures and societies. Each cultural event takes place into a specific context, which natives create. This must be learnt by non-native students of the target language together with their study of the language. A student cannot simply pretend to learn a language without paying any kind of attention to the society in which that language is used. That language is involved in a culture and that “culture must be seen as a moment caught in between a plurality of practices that are different and yet must occupy the same space of adjudication and articulation” (Bhabha, 1992, p. 57). Hence, there will be different cultures within just one language community. It is vital for learners to understand this community but also these different cultures.

Students also live, nowadays, in a globalized world. They can be, more than ever, connected through the internet with people living in the opposite side of the globe in just a second. This situation provokes the need for an international language to communicate,

and, nowadays, the most used language for that is English, which “is used as a tool for communication not only among native speakers, but, above all, among non-native speakers” (Marczak, 2010, p. 13). Hence, people in companies, industries, governmental spheres, educational institutions, etc. have to face the reality to be able to communicate in the language. Hence, there is a worldwide acceptance of the necessity to learn this language and be able to communicate in it. The problem arises when EFL students tend to think that English is secluded to a mere learning of the grammar and syntax rules. To be completely able to communicate in the language, one must learn about its culture. This is a notion that must be accepted by people in the globalized world. Learners will not be competent enough if they leave aside the different cultural values of the language. There are equivalents between their own language and English language that can be used in their favour when the time to communicate comes. “Intercultural communicative competence requires learners to develop very generic skills that will allow them to engage in interaction with representatives of cultures other than the target language culture” (Marczak, 2010, p. 19). Since it has been mentioned before, there is a need for the learning and study of cultural values that may help English non-native speakers to put themselves and their own cultures in contact with the people they are communicating with. This may be achieved through English and the study of its equivalents, for which the understanding of English culture is absolutely necessary.

2.2 How may teaching culture help students in language learning?

The teaching of English-speaking countries culture, in this case, is highly relevant in a classroom. There cannot be a fully acquisition of the language if the context in which English is developed is not present. It is the duty of EFL teachers to try to introduce that context to their classrooms and their students. If this is not done properly, the purpose that is sought in EFL teaching fails. Thus, “the foreigner, if he or she be not warned, will develop verbal and non-verbal behaviours that will be perceived as inadequate by native speakers” (Miquel and Sans, 1992, p. 8). Hence, to avoid these kinds of habits, there is an essential need for teaching culture. There will be a cultural clash between the culture the students have been raised in and the culture they are learning. However, this is less likely to happen when students are bilingual in specific languages. If the student is bilingual in the same language or a similar one, for instance, a Spanish and English bilingual student,

there will not be that cultural clash, since, probably, one member of the parents will have already transmitted that knowledge to the student. Nevertheless, the farther the language/culture gets from the targeted language the more possibilities there are of having more cultural clash (i.e. bilingual Chinese and Japanese English student).

There are multiple ways to illustrate this cultural clash in real life scenarios, given the hypothetical situation of a Spanish tourist in an English restaurant, if the Spaniard does not know the sociocultural protocol to order food, there will probably be a cultural clash that may cause difficulties. When one finds oneself in a restaurant, the waiter comes over and asks about what the customer wants to order to eat and drink. In Spain, there are no cultural notions that affect the way or the protocol when the two subjects must interact. Hence, the customer will order food directly to the waiter using phrases such as “Yo quiero...” This is completely different and considered as unpolite in the same scenario but in an English restaurant. If the previous tourist goes to a restaurant and asks the waiter saying “I want...” it is likely that the waiter, if native, will show an uncomfortable gaze. This phenomenon is produced because of the notion English people have regarding those kinds of sentences. It is commonly believed to be very direct and rude. It would mean as if the customer has been waiting for a while and wants his/her food to be delivered as soon as possible, straight and without any delay. Hence, the cultural clash would provoke this uncomfortable situation without any intention from the customer’s side, for in Spain those kinds of sentences have not any kind of negative connotation. There is simply no protocol regarding food ordering. However, English customers would address the waiter with phrases such as “Could I have...?” or “May I have...?” This is provoked, again, for the cultural clash between two different cultures. As it has been explained in the aforementioned example, “it is in the cultural aspects where inference and generalization from students has to be stopped, for cultural components prove that cultural rules are not universal” (Miquel and Sans, 1992, p. 2). A student with no given education in this matter will probably commit the mistake when ordering food, but it can be corrected if taught the protocol in class. Therefore, there must be this kind of teaching in schools for students to be prepared to avoid these kinds of situations that may arise problems for them.

There has been notorious research regarding this connection between culture and language. Since each society has evolved regarding particular needs, it should be clear that culture in each society will be different. For that matter, “if we want students to be competent in the target language, if we want them not to just acquire knowledge about

something but them applying that knowledge in real society with native English language speakers, there is a compulsory need to teach cultural phenomena, since culture is an attached part of communicative competencies” (Miquel and Sans, 1992, p. 3). There will be, then, much richer multicultural groups of students that eventually will be able to manage themselves within foreign societies in a much easier way than those who have not received this cultural education during their school term. “Multicultural education attempts to expand the traditional curriculum by incorporating issues of race, class, and gender in an effort to sensitise students to the unique historical realities” (Mullen, 1992, p. 54). This highly relates with our current globalized world. Students will be more prepared if they have acquired this knowledge in advance. Furthermore, it is specially in areas such as race or gender where knowledge can help students the most. For instance, if students are aware of the pejorative connotations the “n-word” has, it is less likely that they will use it. There are multiple benefits that can be driven out of the teaching of culture in the English class. Moreover, these benefits are useful since students are not aware of the social and cultural connotations that it has in real life, it is the English teacher’s duty to teach and pass down that knowledge.

Learning a different language can be challenging, especially if the language in question comes from a different language in origin. This paper’s proposal will deal with English teaching as a foreign language (EFL) for native Spanish students. Therefore, there will be differences between both languages, and, as it has been explained before, their linked cultures. For instance, it is known that Spanish has Latin origins and therefore its words and influences come from that language mainly. In the English case, there is a completely different origin, since it is a Germanic language. Hence, the words, structures, etc. will be very different from Spanish. However, English does have a significant amount of words coming from a Latin influence, for which there will be similarities between both languages. In the English society, it has been widely accepted the use of Latin words to be of a more formal and academic nature. Therefore, words that have a Germanic influence are believed to be of a more colloquial register. Spanish students, in this case, have an advantage when first using English with a native speaker, since the nouns and verbs the Spanish speaker will use will be those that come from a Latin origin.

However, this also carries a disadvantage, since when the time to be immersed in a colloquial environment with English native speakers comes, it will be more difficult to decipher their code. For instance, EFL Spanish students present more difficulty when

dealing with verbs such as phrasal verbs or prepositional verbs. But the English reality, the one the society lives in, uses those kinds of verbs on the daily basis, for which the teaching of a real, day-to-day, updated English learning is necessary. Hence, working with culture in language learning makes the student be in contact with the everyday use of the language. To learn about culture, the student has to make research, watch videos, visit different social media pages, and write about all this. Therefore, there is no explicit or canonical use and practice of the language.

There is no explicit grammar learning as in studying by heart what is a present continuous, but rather there is an inexplicit work with the language. Students read, students write, students listen and all this external input they are receiving when cultural elements are introduced to them is produced in the correct or, at least, the colloquial common forms of the language. Moreover, these practices will remain, since when the students are asked to make projects, they will use the information available online or in other elements, such as books, that are present in the day-to-day English culture. “Learners are not taught how to find a link between the knowledge they obtain, and the knowledge and experience they have already gained in the society they live” (Thanasoulas, 2001, p. 4). Many scholars have argued the over importance that is given to grammar rules in EFL classes, when, in reality, in English native classes, there is no importance given to tenses or other elements, since they are already innate in the speakers. So, there would be no use in learning just English grammar when students will not be able to apply it in real context. Culture, here, offers a very different approach, it provides the context rather than the grammatical rules, which will have already been given in previous stages of student education for “learners need to master both the code and how it should be used appropriately in a variety of contexts” (Piałkowska, 2015, p. 399). Therefore, there should not be a competition about if culture is more important than grammar, but rather a discussion about how each one can be a support for the other. The former lays out the context in which the latter is applied. Students have to master both spheres if they really want to become competent speakers of the language, otherwise, they will always lack ability and skill. Both are complementary to each other and must be learnt and dealt with in the educative spheres.

3. CONTEXTUALIZATION

When this Didactic Proposal was thought and planned, it was done so by being integrated in a wider set of cultural proposals. It makes very little sense to argue and make research about the importance of cultural teaching in EFL teaching if the teacher is only going to make a one-time proposal of one isolated cultural element. Therefore, there should be a proper contextualization for the cultural elements that will be exposed in this section. Each of them has been chosen in order to adjust to specific time scenarios. Hence, this proposal is framed into a wider set of cultural elements that have been selected thoroughly. This plan is considered to cover a whole Spanish academic year, therefore, there are cultural elements that appear in each trimester. The didactic proposal that is included in this dissertation is planned for the first trimester since it is celebrated in November the 5th. The second cultural element that is discussed here, is Saint Patricks Day, which is celebrated on March the 17th, which is part of the second trimester. Finally, the last cultural part of this planning is the American celebration of the 4th of July, which, although it is not explicitly part of the third Spanish trimester, it still is very close to it.

These elements have been chosen since the Spanish students grow in a European environment. Hence, the cultural societies they are closer to are British and Irish societies. Both are English-speaking countries close to the students' native country. For instance, these are usually a common fieldtrip made by high schools in Spain. Furthermore, there are multiple students exchanges between these countries and Spain that allow cultural trade, language development and friendship stablishing. When talking about the remaining cultural issue, the American celebration of the 4th of July has been selected for the American attraction students feel. Among students, there is leaning towards the United States and America. It is part of their day-to-day life. The films, series, clothing, trends, actors, etc. come mostly from this country which is directly linked to the students' will of being in touch with this specific culture. It is also a very rich culture in terms of sports, like baseball, basketball and American football, which also attract students towards American culture.

In the end, the final goal is for students to learn something about the culture of English-speaking countries, so, if they do so but are also interested somehow in the country they are studying about, the task will surely result much easier than if they did not feel any attraction towards it. Nevertheless, the use of the language should not be forgotten in this

proposal, since one of the main goals and one of the main argumentations is to learn about cultures whose languages students are studying. For that reason, there will be work done in that matter, otherwise, elements such as seeing the language in its original context make no sense. Culture and language are tied together and modify each other, as it has been argued. To see these cultural elements and how affect the culture in which they are developed is the key point to this year plan.

The first part, as it has been mentioned, is explained and developed in this dissertation. It is specifically planned to end up on the 5th of November. Its importance relies in the fact that the Bonfire Night festivity is celebrated in the United Kingdom as a national holiday, therefore, having a relevant importance. Later on this paper, there will be a more in-depth digging about the elements that surround this event and its historical origins, such as the creation and development of the Anglican church and its effect upon the kingdom of England, or the later unification of the kingdoms of England and Scotland.

The second part is specifically planned for the second trimester since it covers Saint Patrick's Day. This holiday has become quite spread and is celebrated globally, so, the point of including this festivity is to further the cultural introduction to the whole of Ireland. For that matter, there would be other cultural elements explained in this unit, such as, for instance, why green is Irish national colour and why it is so important. Consequently, there would be other Irish cultural elements explained in this didactic unit that match and go along Saint Patrick's Day.

Finally, the third part is to be placed at the end of the third trimester, which relates to the work with the 4th of July and its importance in the American culture. Here as well, the work does not stop at the fact that it is an important festivity, but rather that it has a very important origin in the 18th century and that it is the key to the American independence. It is also related to the students' country, since the kingdom of Spain was involved in the process of independence from the United Kingdom. Moreover, there are different ways of celebrating this festivity, since the United States of America is a huge country that covers many states with their own and special costumes and social behaviours.

4. METHODOLOGY

There are multiple methodological methods that may be used when teaching a foreign language. There is no correct form of making things or making students learn, which is the common final goal all these methodologies have in common. In my short experience as a teacher, I have come across some students, they are from different ages and, therefore, they belong to different stages of education, that is axiomatic. The main issue is that not the same activities will work for the different students. It does not depend on whether they are the same age or not, but that they are individuals that have their own specific behaviour and personality. Hence, teachers have to bear in mind that there is no one universal method that works in every classroom they face, but that there are multiple scenarios that they will face, hence having to apply and modify their approaches.

During my time at the external internship, I was present in my tutor's bilingual 4th of E.S.O. class. I witnessed how things work smoother when a teacher is in a class with few students. This opens a wide set of opportunities. When I was at the observation stage, in the first weeks of my internship, I could realise and analyse how these students worked in a classroom where they could express themselves freely in the foreign language. This was a very nice experience, because I could see how I could apply my own methodology to this group in particular. This group was very solid, there were eight students in the bilingual section and, hence, they felt in sort of a community within the high school. They went to the same subjects in the same hours for weeks, just the eight of them. Therefore, the methodology I chose according to what I witnessed was the Community Language Learning.

This methodology pretends to set an environment where students can express themselves in the foreign language they are learning. There are multiple educational environments where students are not able to express themselves in the foreign language because they fear their classmate's reaction, "fear of failure in the eyes of the teacher, fear of peer disapproval, of self-disappointment, of identifying with an alien culture, of sounding "funny" or unnatural" (Lentzner, 1978, p. 11). This is commonly seen in many cases, a sad reality that sets many troubles to learning and communicating language. This methodology pretends to erase that and set a new basis that benefits the students' learning and practice since "the teacher functions as a 'coach,' establishing a group learning environment which balances the students' need to belong and their need to assert

themselves” (Lentzner, 1979, p. 103). Furthermore, it is true that there are conditions that must be seen in order for this method to be successful. As it has been mentioned, the good environment and the good relationships within a classroom are key to this. However, there are phenomena that benefit the method as well, as, for instance, the ability the students have in the foreign language. In this case, the students’ level was more than adequate to use this methodology since they were studying in the bilingual section. However, this methodology allows students to express in their native language when they find themselves unable to do so in the foreign language as stated by Lentzner.

The central technique is to have students sit in a circle, the teacher standing outside, behind them. The students then begin a simple conversation, speaking in the target language (English) whenever possible but when necessary, expressing what they want to say in their native language. The teacher moves behind the student speaking and gives, as needed, the equivalent in English, which the student then repeats. (Lentzner, 1979, p. 103).

The fact that they were few students also benefits the methodology since they have more opportunities to practice, participate and be heard. They, also, know themselves better and know how to interact between themselves than if they had to do so in a wider classroom.

For all these reasons I chose to put this methodology into practice, to trigger these students and prepare these specific activities. The first activities set the environment that will predetermine the rest of them. Therefore, as a way of initiation to the unit, the activities are mainly informal and planned for them to communicate between them using the oral expression. This is intended for them to lose their fear to communicate in their second language and also to lose their fear to communicate when there is a different teacher in front of them. Hence, these activities intend to trigger that atmosphere they had previous to my intervention stage and use it during the unit. They will be given time to reflect upon the material given, so students will be “given [firstly], time to reflect upon the material, to contemplate it and digest it. Secondly, however, it means that the teacher will consistently observe and elicit the learner's reaction to the learning experience and "reflect" them back to the learner by para- phrasing them in an objective, non-judgemental way that allows the learner to feel that the teacher shares and understands the learner's feelings” (Lentzner, 1978, p. 11). These activities are planned to get to a specific proposal in the final activity. The students should perform in a debate where they

have to speak in front of the rest of the class and, for them to do so, it is important that the specific environment was created in the classroom.

Nonetheless, Community Language Learning was not just the only methodology used when planning this didactic proposal. There are other methods that are important and relevant that can also be applied and will go along the Community Language Learning methodology. For instance, the Task-Based Learning has to be taken into account when teaching a foreign language. It is a methodology based on the fulfilment of different tasks presented by the teacher. These tasks are not sent out randomly, but they are specifically planned in order to get to a final goal or activity. In this final activity, there are multiple elements that are needed. Hence, the previous work done by the students in order to get to the final point is essential. Without this work and progress the final activity cannot be completed; therefore, it is important to keep a constant work with the students.

However, teachers must bear in mind that students tend to get lost or demotivated, for which the variety of activities must be essential. For that matter, monitoring the students is crucial since “if we are to expose learners to language and expect them to work with language, then we have a responsibility to see that the language used is as relevant as we can make it” (Willis, 1993, p. 728). Hence, there should be a planning based on the students’ likes and preferences and a correlation with the unit. Consequently, it would be highly beneficial if there were a previous knowledge of the students so that the teacher is aware of their interests and which activities work and which ones do not. For this matter, the didactic units that require these types of methodologies are better to be put in practice at the middle or at the end of a semester. There are certain cultural elements that will be discussed in this proposal, but there is a wider framework in which these cultural elements can be displayed. Anyway, there will be a more-in-depth discussion about this matter in the next chapter.

This methodology is also useful when the students see that their work is useful for them in an activity. Many scholars have argued that the students’ perception of their work being useful for them is essential for their motivation. If there is an accepted feeling that what they do is useless, there will be a consequential lack for motivation and students will not get the work done. This shall be avoided, for if there is not continuous work, the final activity cannot be developed. However, if the teacher is aware of the class and knows how students work, there are strategies to increase their motivation towards the subject. For instance, the type of activities can be modified and adapted to their interests.

Furthermore, cooperative work is always good for students' motivation if monitored correctly. There are specific elements that must be avoided, such as leaving a classmate behind or making only one member of the group do all the work. For that matter, monitoring is essential when adapting activities.

The approach to the different activities done by the students has to be updated to the moment in which the students are studying. Otherwise, if the students feel that what they are doing is outdated, their motivation will surely decrease. However, this does not mean that activities are to be discarded. Materials can be recycled and adapted to new sources and new platforms that may suit the students' interests or needs. The ultimate goal, as it has been stated is to get students to learn throughout their work process. Even though it may not be evident to their eyes, they are learning and using language by working with the activities and the materials proposed by the teacher. Therefore, students get involved with the subject and, in this case, the culture of the language they are learning. The purposes of the Task-Based Learning are discussed by Long and Crookes:

The former involves treatment of language as object in context as an incidental feature of task accomplishment, the timing of treatment being triggered by learners' linguistic interaction with the task and governed by learnability considerations. The latter means treatment of language as object, as the content of the syllabus and primary focus of instruction, the timing, of treatment being prespecified by the materials writer's or teacher's selection and grading of target language features, ignoring learnability consideration. (Long & Crookes, 1993, p. 731).

However, there is no need for teachers to choose on one or the other, there is a great opportunity for students to acquire both knowledge and mastery in their foreign language learning by using this method. The teacher may choose activities to deal with culture knowledge or work language acquisition, but if the topic remains unchanged, there is no need for teachers to choose of what they want to work, since students are going to work both aspects anyway. Furthermore, in high schools' bilingual section, students have already acquired a wide set of abilities in their foreign language, so, unless the teacher decides to work a very specific part of the English grammar, there is no need for him or her to choose on what to work, whether culture knowledge or English grammar skills. Moreover, this didactic proposal has been planned for a specific group of students, so, although the point made by Long and Crookes is undoubtedly true, there is no need for it in advanced stages of education such as bilingual sections in 4th of E.S.O., which is the case for this didactic proposal. The activities that have been planned work both the

cultural aspect and the grammatical aspect since students are required to perform in their second language so they will be working both cultural and language skills.

5. DIDACTIC PROPOSAL

JUSTIFICATION

There are multiple issues that justify the use of cultural elements within the teaching of another language within a classroom. The teaching of cultural elements has been argued by many scholars as a way to increase motivation in students towards, in this case, EFL (English as a Foreign Language). Therefore, the purpose of this Didactic Unit is to trigger that motivation in the learning of a foreign language with cultural elements that may interest them. Henceforth, this proposal triggers this motivation by using different activities in the Learning through projects methodology. Students will have to present at the end of the Didactic Unit a certain amount of knowledge that will help them through the final activity, the debate. This will show their capability to collect information, analyze it and then proceed to show it to their classmates in a foreign language. To do so, they will go through a process of preparation, that will follow a process of learning via the different competencies present in the Orden Edu 365/2015.

This Orden Edu 365/2015 is published in the BOCYL, available at the Educacyl.es website. Some of the competencies that will be most triggered will be the linguistic competence and the cultural competence. Therefore, the search for information will require linguistic skills such as written comprehension and oral comprehension, then, the oral expression and written expression will follow, in order to select and organize their different ideas through the process of preparation. Moreover, the students will be using grammatical knowledge unconsciously when the time to write their texts and select their arguments arrives. These aspects will be complementing the fact that the students will be reading and learning about the cultural element in question: The Bonfire Night, which is a highly important event in British Society, taking place on the 5th of November.

For that matter, the class that will perform this unit is a 4th of E.S.O. class composed of eight students in the bilingual section of I.E.S. Juan de Juni. Hence, the language level with which the students participate will be that of a B2. Moreover, within the class there is an English-Spanish bilingual student. They will be working a task-based methodology to fill out the main and final activity of this Didactic Unit.

GENERAL OVERVIEW OF THE DIDACTIC UNIT

Course and Level	General Objectives	Contents	Activities
<p style="text-align: center;">2º ciclo 4º E.S.O. English Bilingual Modality B2 level 10 students</p>	<p style="text-align: center;">a) b) c) e) g) i) j) l)</p>	<p>Block 1: 1.3. // 1.4. // 1.6. 3.2. // 3.3. // 3.4. // 3.8. 5 Block 2: 1.1.1. // 1.2.1. 3.2. // 3.3. Block 3: 1.5. 3.2. // 3.3. // 3.4. Block 4: 1.2.1. 3.2. // 3.3. // 3.4. // 3.6.</p>	<ol style="list-style-type: none"> 1. Presentation of the Didactic Unit 2. Discussion 3. Guess the Murderer 4. PowerPoint about the Bonfire Night 5. Discussion 6. Video about the Bonfire Night 7. Interaction 8. Similarities in Spain 9. Video Blog 10. Thoughts and comments 11. Writing 12. The Sleeping Town 13. Activity Handout 14. Giving out Rules 15. Looking for material 16. Debate 17. Video of <i>V for Vendetta</i>
Timing	Evaluation Criteria		Learning Standards
<p>The Didactic Unit is scheduled to cover two consecutive weeks, of which 5 lessons are covered.</p>	<p style="text-align: center;">Block 1: 1, 4. Block 2: 4, 8. Block 3: 1. Block 4: 1.</p>		<p style="text-align: center;">Block 1: 1, 6. Block 2: 3, 4. Block 3: 6. Block 4: 3.</p>
Competencies		<ul style="list-style-type: none"> - literacy skills - multilingual competence - digital competence - personal, social and learning to learn competence - citizenship competence - entrepreneurship competence - cultural awareness and expression competence 	

Diversity Specification	There will be an English - Spanish bilingual student but since the course they are in is bilingual 4th of E.S.O. modality, there should not be any modification. If any modification is required, it will appear in classroom management.
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LESSON 1

Activities	Evaluation Criteria	Learning Standards
<p>Name:</p> <ol style="list-style-type: none"> 1. Presentation of the Didactic Unit 2. Discussion 3. Guess the Murderer 	<p>The student should be able to:</p> <p><u>Block 1.1.:</u> Identify the general meaning and most relevant information out of an oral production.</p> <p><u>Block 2.4.:</u> Carry out the required functions using strategies and discourse patterns that allow to begin, carry on and conclude the text adequately.</p>	<p><u>Block 1: Standards 1, 6.</u> 1.1. Understands the most important points that the teacher explains aloud, which contain instructions, indications or other types of information. 6.1. Distinguishes the main ideas and key pieces of information in speech about educational matters or other types of content.</p> <p><u>Block 2: Standards 3, 4.</u> 3.1. Participates in informal conversations about different matters and exchanges information, expressing and justifying his or her opinions briefly. 4.1. Takes part in formal conversations about different matters and asks for instructions when necessary, exposing his or her points of view easily and clearly.</p> <p><u>Block 3: Standard 6.</u> 6.1. Understands specific information in web pages and other sources that are well structured and topic related.</p>
Timing	Contents	
<p>Activity 1: 14:20 – 14:30 Activity 2: 14:30 – 14:40 Activity 3: 14:40 – 15:10</p>	<p><u>Block 1:</u> 1.3. Distinction of types of comprehension: relevant ideas, general meaning...</p> <p>3.2. Description of physical elements, objects, places...</p> <p><u>Block 2:</u> 3.2. Description of physical qualities, locations and objects.</p> <p><u>Block 3:</u> 1.5. Inference and formulation of hypotheses from the comprehension of significant elements.</p>	

ACTIVITY 1 - LESSON 1		
Title: Presentation of the D. Unit	Type: Introduction	Timing: 15 minutes
Classroom Management: Students will be placed in pairs, facing the projector and the teacher who will explain the unit for the next lessons.		Resources: Projector
Learning Standards: <u>Block 1:</u> 1.1. Understands the most important points that the teacher explains aloud, which contain instructions, indications or other types of information. 6.1. Distinguishes the main ideas and key pieces of information in speech about educational matters or other types of content. <u>Block 3:</u> 6.1. Understands specific information in web pages and other sources that are well structured and topic related.		
Linguistic Input: Hello Guys! C'mon sit down please. Okay, so I'm going to tell you what we are going to do in the next 5 lessons. We are going to go over an event that happened in England some centuries ago, but that is still present in the British society. It's the Gunpowder Plot. Do you know something about it? Well, at the end of this unit you will certainly do know. In our days, it is celebrated on the 5th of November as the Bonfire Night, which is similar to our "San Juan" because they make bonfires to celebrate that the terrorist didn't blow up the Houses of Parliament in London. I will tell you more about this the next day. It is a complicated story, but it is also really interesting, and I believe you will like it.		

The activity will take place in the assigned classroom and will consist in introducing the participant students to what they will be working for the following lessons. The triggered goal is to explain to them that the cultural element is also important when learning a language, so, therefore, they will be learning about something that is not commonly studied in the EFL classroom. It will be also as equally important to solve any kind of doubt or concern that may arise to them in order to set things clear and be able to directly work in the following lessons. For instance, the teacher will mention that the final goal of the activity is to prepare a debate, but that they will discuss that in the next lessons. The date of the debate, though, can be set clearly for everyone to organize themselves and prepare in advance for it.

Henceforth, there will be activities in their classroom that will deal with the matter presented in the first lesson, but will also be fun and interesting, and, most importantly, they will work with the language and its different skills throughout the lessons. This activity consists in a presentation for them about what is the Bonfire Night, and its origin in the Gunpowder Plot, and what it symbolizes for the British people so that students have context to work with it. The most important goal in this activity is for them to know what the Bonfire Night is, why is it important, and that they are going to work with it for the following lessons. There will be an activity in the next lesson that explains what this event is in a deeper way, but it is also important that they know the issue at the beginning of the unit for the next activities. Also, this is a way of knowing if they have any type of knowledge whatsoever in regards of it, as it will be easier for them to get involved in the activity. It is also important to get a little bit of feedback, to see if the topic is interesting for the students, henceforth, the following activities can be adapted in order to their interests.

ACTIVITY 2 - LESSON 1		
Title: Discussion "How would you become a king?"	Type: Introduction	Timing: 10 minutes
Classroom Management: the students keep in pairs, but the discussion is made aloud, they are able to turn and look at each other's faces.		Resources:
Learning Standards: <u>Block 1:</u> 1.1. Understands the most important points that the teacher explains aloud, which contain instructions, indications or other types of information, but also pays attention to the ideas presented by the other students to modify and perfectionate them. 6.1. Distinguishes the main ideas and key pieces of information in speech about educational matters or other types of content. <u>Block 2:</u> 3.1. Participates in informal conversations about different matters and exchanges information, expressing and justifying his or her opinions briefly. 4.1. Takes part in formal conversations about different matters and asks for instructions when necessary, exposing his or her points of view easily and clearly.		
Linguistic Input: Okay, now we are going to prepare our own plot. Imagine you are in the medieval times and you are a nobleman or a noble lady who can get to the throne of England and inherit it. How would you do it? It is a very difficult task because there are a lot of claims and difficulties, so think it through. How can you become king or queen?		

This activity is planned to make students go into the topic in a relaxed way, almost as if it were a conversation. For that matter, students are expected to talk and express their opinions in regards of the topic presented. The topic presented may be seen as a bit shocking, but the important thing is to see how students react towards unexpected events in the foreign language, also, they are not given time to prepare ideas, so therefore, the results are expected to be spontaneous. Almost as if it were an informal conversation, students will produce speech in the foreign language. They are all expected to participate, but if some of them were reluctant or less participative, the teacher shall ask the student in particular about his or her opinion.

The main goal, as it has been exposed, is to make students work with the English-speaking skill, but the activity is also topic related, as it deals with the issue presented in the previous activity, the Bonfire Night and the Gunpowder Plot. Therefore, students will be working in the issue from the very beginning. The fact that the activity is focused in a relaxed environment will benefit the students' productions in the triggered language. This is linked with the following activity, which also deals with the issue but gets the same environment and the same energy as this one.

ACTIVITY 3 - LESSON 1		
Title: Guess the Murderer	Type: Reinforcement	Timing: 25 minutes
Classroom Management: The class is set in two groups of four people that share the same number of cards.		Resources: Cards that include information about the murder.
<p>Learning Standards:</p> <p><u>Block 1:</u> 1.1. Understands the most important points that the teacher explains aloud, which contain instructions, indications or other types of information that may help to solve the case of the person who has been murdered.</p> <p><u>Block 2:</u> 3.1. Participates in informal conversations about different matters and exchanges information, expressing and justifying his or her opinions briefly.</p> <p>4.1. Takes part in formal conversations about different matters and asks for instructions when necessary, exposing his or her points of view easily and clearly.</p> <p><u>Block 3:</u> 6.1. Understands and localizes specific information in the different pieces of information delivered by the teacher that are well structured and topic related.</p>		
<p>Linguistic Input: Okay, so now we are going to form groups of four people, so you four and you four please form a group. Okay, now I am going to hand out some cards that contain information about a murder. This is a murder that detectives cannot solve so please you have to try to solve it for them You have some clues about the murder included in the cards. You will read the card that I give you, but you cannot give it to another teammate. What you have to do is to explain what is in your card to the rest to try to solve the case. Okay? Any doubts? If you have any doubt please ask me, okay? Remember to speak in English only.</p>		

This activity follows the previous one in terms of aiming the students to communicate in the language. If the teacher gets the students to participate and be productive in the first English lesson, the following activities in the next lessons will follow a similar path. It is very important for the students to feel relaxed in a creative environment. If the teacher manages to get that in the first lesson, the following will get the same rhythm and students will work productively. Hence, these activities are very important. Students will be in a relaxed context where they will have to work together in order to solve the mystery and win the game. The teacher will divide the class into two different groups and will hand out the same cards to each one of the groups. The students will read them and will find that they include information about a murder. Some of them include police reports of the scene of the crime and some of them contain witnesses' testimonies. Once the students have read the cards they will have to discuss and guess who they think the murder was, with the weapon, where, and also the motive of the assassin. They will only be allowed

to speak in the triggered language. They will have to discuss and provide the information contained in their cards, but they will not be able to show those cards to the rest of the group. In the end, they will have to find and get to an agreement and provide a solution to the murder in front of the rest of the class. At the end the teacher will provide the solution.

This activity is intended for students to demonstrate their capabilities of finding information in a text written in the foreign language and communicate that information to their classmates. This deals with three of the different skills in English: written comprehension, oral expression and oral comprehension. The teacher will monitor the groups by going to each group and listening to what they are commenting. Shall any doubt arise, it is important that the teacher solves it clearly.

LESSON 2

Activities	Evaluation Criteria	Learning Standards
<p>Name:</p> <p>4. PowerPoint about the Bonfire Night</p> <p>5. Discussion</p> <p>6. Video about the Bonfire Night</p> <p>5. Interaction</p>	<p>The student should be able to:</p> <p><u>Block 1.1.:</u> Identify the general meaning and most relevant information out of an oral production.</p> <p><u>Block 3.1.:</u> Identify the essential information and the most relevant key points in written and online texts.</p>	<p><u>Block 1: Standards 1, 6.</u> 1.2. Understands the most important points that the teacher and his colleagues explain aloud, which may contain instructions, indications or other types of information containing feedback from the topic introduced during the lesson. 6.2. Distinguishes the main ideas and key pieces of information about the presentation of the Bonfire Night and why it was caused.</p> <p><u>Block 2: Standards 3, 4.</u> 3.1. Participates in informal conversations about different matters and exchanges information, expressing and justifying his or her opinions briefly. 4.1. Takes part in formal conversations about different matters and asks for instructions when necessary, exposing his or her points of view easily and clearly.</p> <p><u>Block 3: Standard 6.</u> 6.2. Understands specific information presented in the PowerPoint about the events that led to the Gunpowder Plot and the event that is celebrated nowadays in the UK.</p>
Timing	Contents	
<p>Activity 4: 13:30 – 13:45</p> <p>Activity 5: 13:45 – 13:55</p> <p>Activity 6: 13:55 – 14:10</p> <p>Activity 7: 14:10 – 14:20</p>	<p><u>Block 1:</u> 3.4. Petition and offering of information and opinion exchange.</p> <p><u>Block 3:</u> 3.2. Description of physical qualities of people, objects, events and locations. 3.3. Narration of past events, with descriptions of states and situations.</p>	

ACTIVITY 4 - LESSON 2		
Title: PowerPoint about the Bonfire Night	Type: Introduction	Timing: 15 minutes
Classroom Management: The students will be placed in pairs looking at the presentation and the teacher.		Resources: Projector, PowerPoint, video
<p>Learning Standards:</p> <p><u>Block 1:</u> 1.2. Understands the most important points that the teacher and his colleagues explain aloud, which may contain instructions, indications or other types of information containing feedback from the topic introduced during the lesson.</p> <p>6.2. Distinguishes the main ideas and key pieces of information about the presentation of the Bonfire Night and why it was caused.</p> <p><u>Block 3:</u> 6.2. Understands specific information presented in the PowerPoint about the events that led to the Gunpowder Plot and the event that is celebrated nowadays in the UK.</p>		
<p>Linguistic Input: Hello Guys? How are you today? Fine? Good. So, today we are going to look at what happened during the Gunpowder Plot. Do you remember that I told you that we would do this? Yeah? Good. So, what happened here is that there was a struggle with religion in Britain because Henry the VIII had established Anglicanism instead of Catholicism. So, Catholics were not good seen in England and some rights were taken from them, so, this was not well received by the Catholics and there were some problems. So, this guy was named Guy Fawkes and was charged guilty for trying to kill the king. There was a trial and he was sentenced to the death penalty. He tried to blow up the Houses of Parliament with all the king's family inside and also all the politicians that were Anglican. However, he was caught when he was going to blow up the gunpowder. Hence, this is celebrated today as the Bonfire Night and fires are put all over Britain.</p>		

This activity is really important for it sets the fundamental knowledge with which the students will work throughout the rest of the unit. They will create an impression of the facts that are presented. The most important thing is to keep their attention, for which clips, videos, images, etc. are very useful. It is also interesting to relate to 2005's film *Vendetta*. They may have seen the movie or heard of it as it is quite famous. Introducing some clips from this movie is also interesting since it directly relates with the event of the Gunpowder Plot and creates certain expectation about it. Thus, students may picture and set faces to the different protagonists of the event as there are visual images.

Furthermore, there will be images, plans, and records that may illustrate the event. It is a bit of history lesson, so these things are used to keep the student's attention. These resources may be used when the teacher feels them to be more adequate, but it is recommendable that they may be used at the middle of the presentation, as it is a break the students may use and thank, and then go on with the presentation. It is also important, from time to time, ask the students about their opinion and solve any doubt or issue that may arise, since they will have to work with this in the upcoming debate.

ACTIVITY 5 - LESSON 2		
Title: Discussion	Type: Reinforcement	Timing: 10 minutes
Classroom Management: The students will be placed in pairs looking at the teacher but will be able to turn to see their classmates.		Resources:
Learning Standards: <u>Block 1:</u> 1.2. Understands the most important points that the teacher and his colleagues explain aloud, which may contain instructions, indications or other types of information containing feedback from the topic introduced during the lesson. <u>Block 2:</u> 3.1. Participates in informal conversations about different matters and exchanges information, expressing and justifying his or her opinions briefly.		
Linguistic Input: So, what do you think about this event? Did you know about it? What things have you found to be most interesting? I want to know your opinion about this.		

This activity will allow students to express their concerns to the class about the topic they have just paid attention to. It is also de perfect opportunity to ask any doubts that they may have regarding the facts that were just exposed. The teacher can ask the students what they think of this event and whether they had heard something about it before. It is curious that from this historical situation a national holiday is celebrated nowadays.

ACTIVITY 6 - LESSON 2		
Title: Video about the Bonfire Night	Type: Reinforcement	Timing: 15 minutes
Classroom Management: The students will be placed in pairs looking at the presentation and the teacher.		Resources: Projector, video
Learning Standards: <u>Block 3:</u> 6.2. Understands specific information presented in the Video about the events that led to the Gunpowder Plot and the event that is celebrated nowadays in the UK.		
Linguistic Input: Now, we are to look at the facts presented in this video. This will englobe what we have been doing in these sessions and will give you the final idea of what happened in the Gunpowder Plot.		

This activity will show a similar version of the facts explained in the PowerPoint, but now, since students already have the information, they will be able to understand what the video is about and, together with the visual content that appears in it, there will be better understanding of the events, that will settle the basis with which the students will have to work in the next sessions.

ACTIVITY 7 - LESSON 2		
Title: Interaction	Type: Closure	Timing: 10 minutes
Classroom Management: Students are put in pairs, but they can move and chat with their classmates and face them.	Resources:	
Learning Standards: <u>Block 1:</u> 1.2. Understands the most important points that the teacher and his colleagues explain aloud, which may contain instructions, indications or other types of information containing feedback from the topic introduced during the lesson. <u>Block 2:</u> 3.1. Participates in informal conversations about different matters and exchanges information, expressing and justifying his or her opinions briefly.		
Linguistic Input: Okay so now, what do you think guys? Was he right when he tried to blow up the Houses of Parliament? What are your thoughts about it? Had you heard about this part of history?		

This activity is intended to get the feedback from the students and see their ideas, thoughts, etc. about the topic that has been just discussed. There are several specified elements that may result unfamiliar to them such as the issue regarding the conflict between the Anglican Church and the Catholic church and why it was an important issue to mind the king's religion and devotion. These elements have been, in conclusion, the cause of these multiple events in human history and have marked the life course of millions of people. This is the moment when the students are able to express themselves more freely and expose their opinions and final doubts about the issue.

LESSON 3

Activities	Evaluation Criteria	Learning Standards
<p>Name:</p> <p>8. Similarities in Spain 9. Video Blog 10. Thoughts and comments 11. Writing</p>	<p>The student should be able to:</p> <p><u>Block 2.8.:</u> Maintain a fluent discourse in order to be able to make it comprehensible when there are any interventions.</p> <p><u>Block 4.1.:</u> Write brief coherent texts about the required topic in a clear, structured way, using the adequate register.</p>	<p><u>Block 1: Standards 1, 6.</u> 1.4. Understands and comprehends the information the other students provide in similarities in regards of the holiday. 6.3. Distinguishes the main ideas and key pieces of information included in the video that allows students to witness the Bonfire Night.</p> <p><u>Block 2: Standards 3, 4.</u> 3.2. Participates in informal conversations about the similarities in the holidays. Exchanges information expressing and justifying his or her opinions briefly.</p> <p><u>Block 3: Standard 6.</u> 6.3. Understands the information presented in the different exercises handed out by the teacher and proceeds to fulfill its requirements.</p>
Timing	Contents	
<p>Activity 8: 13:30 – 13:40 Activity 9: 13:40 – 13:55 Activity 10: 13:55 – 14:00 Activity 11: 14:00 – 14:20</p>	<p><u>Block 1:</u> 3.8. Suggest, wishes or hypotheses formulation. 5. Common use lexicon. <u>Block 2:</u> 1.2.1. Express the message with clarity, with coherence and cohesion. <u>Block 4:</u> 1.2.1. Locate and use the linguistic elements correctly.</p>	

ACTIVITY 8 - LESSON 3		
Title: Similarities in Spain	Type: Introduction	Timing: 10 minutes
Classroom Management: The students will be placed facing the teacher, but they will be able to turn to see the person who is sharing their point of view.		Resources:
Learning Standards: <u>Block 1:</u> 1.4. Understands and comprehends the information the other students provide in similarities in regards of the holiday.		
Linguistic Input: Hello to you all, how are we feeling today? I hope you are feeling great. So, today we are going to continue with the Bonfire Night holiday, and now that you have a little more of information, I wanted you to tell me whether you see any similarity with Spanish holidays. What are your thoughts about this?		

This activity is intended for students to start the lesson in a relaxed way. They have dealt with the issue of the bonfire night for two sessions now and they have already enough knowledge about this to establish an opinion. It is also very simple to establish a connection with Spanish holidays since they are familiar with San Juan, celebrated on June 24th. Therefore, it is easy to connect the British custom with a Spanish one.

ACTIVITY 9 - LESSON 3		
Title: Video Blog	Type: Consolidation	Timing: 15 minutes
Classroom Management: The students will be placed facing the projector to see the video.		Resources: Projector, computer, video.
Learning Standards: <u>Block 1:</u> 6.3. Distinguishes the main ideas and key pieces of information included in the video that allows students to witness the Bonfire Night.		
Linguistic Input: Now that we have seen what the Bonfire Night could be similar to in our country, we are going to watch a video blog of a couple who is in London during this holiday. Then we will see whether it is really similar or not!		

In this activity, the students will be able to witness how the bonfire night is really celebrated and the things that are done in it. It will be different to the things they are used to in San Juan, since this last holiday is celebrated in summer and the people in the Bonfire Night are wearing coats since it is autumn in England. Therefore, the climate variations can be seen as a difference between both holidays. Also, in some parts of Spain there are people who jump over the bonfires during the Night of San Juan, a thing that is less and less frequent every year and that does not happen in Britain. Hence, students will be able to see all these differences and make up their own minds about it and then share it with the rest of the class if they want to in the next activity.

ACTIVITY 10 - LESSON 3		
Title: Thoughts and Comments	Type: Consolidation	Timing: 10 minutes
Classroom Management: The students will be placed facing the teacher, but they will be able to turn to see the person who is sharing their point of view.		Resources:
Learning Standards: <u>Block 2:</u> 3.2. Participates in informal conversations about the similarities in the holidays. Exchanges information expressing and justifying his or her opinions briefly.		
Linguistic Input: So, now that you have seen the video about how the Bonfire Night is celebrated, have you changed your point of view about the similarities with Spain. I mean, certainly there are some things that are similar but there are other many different things, what have you detected that is different?		

This activity is intended for students to express their final ideas in regards of the holiday that they have just witnessed. It is also a good way to see the contrasts between Spanish customs and British ones. Also, it is a nice way where they can actually see how the Bonfire Night is celebrated. Plus, this will give the final background students need for the final activity of this session.

ACTIVITY 11 - LESSON 3		
Title: Writing	Type: Closure	Timing: 20 minutes
Classroom Management: The students will be placed facing the teacher and the projector, where the instructions for the debate will be posted.		Resources:
Learning Standards: <u>Block 3:</u> 6.3. Understands the information presented in the different exercises handed out by the teacher and proceeds to fulfill its requirements.		
Linguistic Input: Now that we have cleared things out in regards of the holidays, I want you to write a short text that deals with your opinion about the different things that we have covered so far. That is, the writing can be about how they celebrate the holiday and its differences with Spanish San Juan or also why do they celebrate the Bonfire Night, taking the events of the 17 th century into account. It should take up to 150 words, with good structure and grammar. You may begin now, and I will collect them at the end of the class.		

This activity is meant for students to display the knowledge they have acquired in these sessions; hence, the teacher can control the amount of information that the students have acquired. This is important since the following sessions will deal and work with that pieces of information. There will be a special emphasis put into the last two, where students will show their mastery in the topic and how well they have understood the topics in the unit.

LESSON 4

Activities	Evaluation Criteria	Learning Standards
<p>Name:</p> <p>12. The Sleeping Town 13. Activity Handout</p>	<p>The student should be able to:</p> <p><u>Block 2.8.:</u> Maintain a fluent discourse in order to be able to make it comprehensible when there are any interventions.</p> <p><u>Block 4.1.:</u> Write brief coherent texts about the required topic in a clear, structured way, using the adequate register.</p>	<p><u>Block 1: Standards 1, 6.</u> 1.3. Understands and comprehends the information the other students provide in order to solve the case of who is “killing” the people in the game.</p> <p><u>Block 2: Standards 3, 4.</u> 3.3. Participates in informal conversations about the guessing of the murderer. Exchanges information expressing and justifying his or her opinions briefly.</p> <p><u>Block 3: Standard 6.</u> 6.3. Understands the information presented in the different exercises handed out by the teacher and proceeds to fulfill its requirements.</p> <p><u>Block 4: Standards 3.</u> 3.1. Fills out the different requirements presented in the activity by the teacher about matters that are related with the Bonfire Night.</p>
Timing	Contents	
<p>Activity 12: 14:20 – 14:40 Activity 13: 14:40 – 15:10</p>	<p><u>Block 1:</u> 3.8. Suggest, wishes or hypotheses formulation. 5. Common use lexicon.</p> <p><u>Block 2:</u> 1.2.1. Express the message with clarity, with coherence and cohesion.</p> <p><u>Block 4:</u> 1.2.1. Locate and use the linguistic elements correctly.</p>	

ACTIVITY 12 - LESSON 4		
Title: The Sleeping Town	Type: Introduction	Timing: 20 minutes
Classroom Management: The students are placed in a circle and they are sat in chairs, therefore, they can see each other perfectly.		Resources: Cards
Learning Standards: <u>Block 1:</u> 1.3. Understands and comprehends the information the other students provide in order to solve the case of who is “killing” the people in the game. <u>Block 2:</u> 3.3. Participates in informal conversations about the guessing of the murderer. Exchanges information expressing and justifying his or her opinions briefly.		
Linguistic Input: Hello guys! How are you today? I hope you are fine! So, today we are going to play a little game that I think you will like. It’s called the sleeping town. But to link it with the theme that we are working with, we are going to make it Guy Fawkes-like. Hence, we will be the court and parliament of Britain, and our goal is to find Guy Fawkes before he or she kills us all. I will tell you some roles to your ears and I will select a Guy Fawkes. Alright? Is everything clear? Any doubts? Let’s begin!		

This activity is intended to trigger the oral expression and oral comprehension. In this activity, it is very important to have a monitoring role that moderates the conversations in order for students to be heard. The teacher will hand out several cards where the roles will appear. Once the roles are assigned, students will work together to find Guido Fawkes. The teacher will specify that the students must keep their eyes closed and he or she will be calling the roles to participate. It is very important that the roles are kept in secret for the game to make sense. There will be roles such as: “Guido Fawkes,” “the citizens,” “the spy,” “James I,” and “the witch.” Each one has its specific role and will be called to act and perform in each round. At the end of each round, there is a debate where students have to agree on who they think is guilty for the murder. This goes on and on until the murderer is found. Therefore, the teacher gets to ask everyone on who they think is guilty, so everyone participates and, most importantly, does that in the triggered language, which will set example for the following activities. This activity is very adequate for this group since it has only eight students, because they tend to get really excited and raise their voices. This is why monitoring is really essential in this activity.

ACTIVITY 13 - LESSON 4		
Title: Activity Handout	Type: Reinforcement	Timing: 30 minutes
Classroom Management: Students are placed individually.		Resources: Activity Handout
Learning Standards:		
<p><u>Block 3:</u> 6.3. Understands the information presented in the different exercises handed out by the teacher and proceeds to fulfill its requirements.</p> <p><u>Block 4:</u> 3.1. Fills out the different requirements presented in the activity by the teacher about matters that are related with the Bonfire Night.</p>		
Linguistic Input: Now, we are going to do some activities. Here you have some handouts about the explanation I gave out yesterday. They are not difficult exercises, so you won't have any problem. Okay, anyway, if you have any doubt whatsoever, please, don't be shy and ask! I will collect them at the end of the class.		

This activity is aimed to work the written comprehension and the written expression, so, therefore, there will be activities that are related to the topic that students will have to fill out. This has to be done individually, so the teacher may detect someone who struggles with the topic and help the student out. It is important that the activities are done individually, so that every student is at the same level. These handouts will be collected by the teacher and corrected afterwards. They will be given out in the next lesson. Some of these activities will be included in the Annex.

LESSON 5

Activities	Evaluation Criteria	Learning Standards
<p>Name:</p> <p>14. Giving out Rules 15. Looking for material</p>	<p>The student should be able to:</p> <p><u>Block 1.1.:</u> Identify the general meaning and most relevant information out of an oral production.</p> <p><u>Block 3.1.:</u> Identify the essential information and the most relevant key points in written and online texts.</p>	<p><u>Block 1: Standards 1, 6.</u> 1.1. Understands the most important points that the teacher explains aloud, which contain instructions, indications or other types of information. 6.4. Distinguishes the main ideas and key pieces of information that are provided in videos on the web that might contain useful arguments for the debate.</p> <p><u>Block 2: Standards 3, 4.</u> 3.1. Participates in informal conversations about different matters and exchanges information, expressing and justifying his or her opinions briefly. 4.2. Takes part in formal conversations about different matters and asks for instructions about the research of material when necessary, exposing his or her points of view easily and clearly.</p> <p><u>Block 3: Standard 6.</u> 6.1. Understands specific information in web pages and other sources that are well structured and topic related.</p> <p><u>Block 4: Standard 3.</u> 3.2. Takes down notes with relevant information about the topic that may help his or her part in the upcoming debate.</p>
Timing	Contents	
<p>Activity 14: 13:30 – 13:40 Activity 15: 13:40 – 14:20</p>	<p><u>Block 1:</u> 1.4. Formulation of hypotheses about content and context.</p> <p><u>Block 2:</u> 3.3. Narration of past events with status description. 3.4. Petition and information offering with personal points of view.</p> <p><u>Block 4:</u> 3.4. Petition and offering of information, points of view, advices, etc. 3.6. Expressing will, intention, decisions, order, etc.</p>	

ACTIVITY 14 - LESSON 5		
Title: Giving out Rules for the Debate	Type: Introduction	Timing: 10 minutes
Classroom Management: The students will be placed facing the teacher and the projector, where the instructions for the debate will be posted.		Resources: Projector
Learning Standards: <u>Block 1:</u> 1.1. Understands the most important points that the teacher explains aloud, which contain instructions, indications or other types of information.		
Linguistic Input: Alright guys, how are we today? I hope you are feeling good. So, today we are going to look at the instructions for the debate. We are going to do a debate about Guy Fawkes' trial. Hence, there will be two sides or two groups, one for the accuser, James I, and one for the defendant, Guy Fawkes. So, five and five, one person of one group will be Guy Fawkes and one person of the other one will be James I. The rest of you will be lawyers that will present the arguments. So, the rest of the class is for you to look for information and any help that may help us, the judge, to decide if Fawkes is guilty or not.		

This activity is really important for it sets the rules and procedures for the debate. The rules will be explicit and will be listed out in the projector. The teacher will be the moderator in the debate and will impersonate the role of the judge. The debate is a recreation of Guy Fawkes' trial. He who impersonates him will have an opportunity to get freedom if his lawyers defend him correctly. There will be two groups chose randomly, taking pieces of paper. The groups will be divided into Guy Fawkes' defendants and Guy Fawkes' accusers, who are led by king James I. Out of the four members of each group, there will be three lawyers and the two protagonists. Hence, the different groups will have to make a research in order to find arguments in favor or against the other part to win the trial. There will be four stages in the debate: Firstly, each of the groups will have to make an opening statement, which must state the scheme of their constructed defense. Therefore, the main points of the defense must be outlined. This will be done by a lawyer. Secondly, there will be an opportunity to state each group's arguments, it is an opportunity to both defend and accuse the other part, this will also be done by a lawyer. Thirdly, there will be a moment to state the defense from the accusations of the other part. In the second part, there will be accusations, while they are doing so, it is the duty of the group to write down those accusations and prepare counterarguments. The third stage is when those counterarguments are to be exposed. This is the last part

that will be carried out by the lawyer. In the last part, there will be a final opportunity to make the last statements and highlight what each group wants the judge to bear in mind before making the final judgement.

There will also be other things involved in the development of the debate, such as the way the speakers are dressed. It can be either formal or recreating the epoqe looks, this will provide points for their group. The presence they have when going out to speak should also be taken into account when giving out the instructions, since a good presence will be taken into account when giving out points for each group. This activity must be taken in mind because if there is any doubt whatsoever, it is important to be solved right away. Hence, the oral and written comprehensions are triggered by this.

ACTIVITY 15 - LESSON 5		
Title: Looking Up for Material	Type: Introduction	Timing: 40 minutes
Classroom Management: the class will be split into two groups and they will work in the research.		Resources: Mobile phones, computer, tablet, books etc.
<p>Learning Standards:</p> <p><u>Block 1:</u> 6.4. Distinguishes the main ideas and key pieces of information that are provided in videos on the web that might contain useful arguments for the debate.</p> <p><u>Block 2:</u> 3.1. Participates in informal conversations about the research of material and expresses his or her opinions when a fundamental argument is found.</p> <p>4.2. Takes part in formal conversations about different matters and asks for instructions about the research of material when necessary, exposing his or her points of view easily and clearly.</p> <p><u>Block 3:</u> 6.1. Understands specific information in web pages and other sources that are well structured and topic related.</p> <p><u>Block 4:</u> 3.2. Takes down notes with relevant information about the topic that may help his or her part in the upcoming debate.</p>		
Linguistic Input: So, guys, no it's time for you to look up for information. If you need anything you can ask me about it. Also, if you have any doubt, you can ask me! Don't be shy!		

This activity is intended for students to prepare the upcoming debate, therefore, the use of tablets, mobile devices, etc. is allowed in this class. The monitoring of the teacher in this activity is essential for students will ask many questions and will present their concerns in regards of the topic. The teacher should pass from group to group to see their progress and provide certain ideas that may lead the students into good arguments. The students will also present at the end of the class what they have collected, and they should at least have an outline of what their presentation is going to be based on. They will have still one week to present it until the next lesson, so it should give them enough time to prepare it in advance and give each one a role in the debate. It is very important that they mind the clothes they wear in the debate, the way they say things, given that it is a formal context, and also how well their posture and presence is. There are a lot of things to prepare for in a week, but the excitement should be great for this activity.

LESSON 6

Activities	Evaluation Criteria	Learning Standards
<p>Name:</p> <p>16. Debate 17. Video of V for Vendetta</p>	<p>The student should be able to:</p> <p><u>Block 1.4.:</u> Distinguish the function of a text and why is it used for in the debate, in order to be able to counter argue it.</p> <p><u>Block 2.8.:</u> Maintain a fluent discourse in order to be able to make it comprehensible when there are any interventions.</p> <p><u>Block 4.1.:</u> Write brief coherent texts about the required topic in a clear, structured way, using the adequate register.</p>	<p><u>Block 1: Standards 1, 6.</u> 1.1. Understands the most important points that the teacher explains aloud, which contain instructions, indications or other types of information. 1.5. Understands the points provided by the other part during the debate and takes out the most important elements to counter-argue. 6.5. Distinguishes the main ideas and key pieces of information in his or her speech and puts emphasis on those, especially in the last round of the debate.</p> <p><u>Block 2: Standards 3, 4.</u> 4.3. Takes part in formal debates about Guy Fawkes' trial elaborating his or her arguments and expressing his or her opinion easily and clearly.</p> <p><u>Block 3: Standard 6.</u> 6.4. Understands specific topic-related information presented during the debate to express his or her arguments or to counter-argue the proof presented by the other part.</p> <p><u>Block 4: Standard 3.</u> 3.3. Presents the texts produced in the debate as proof to support his or her arguments during the debate, including elements like sources, photos, etc.</p>
Timing	Contents	
<p>Activity 16: 13:30 – 14:10 Activity 17: 14:10 – 14:20</p>	<p><u>Block 1:</u> 1.6. Reformulation of hypotheses from the comprehension of new elements. 3.3. Narration of past events and description of current situations.</p> <p><u>Block 2:</u> 1.1.1. Produce the message in a clear way, emphasizing its main ideas.</p> <p><u>Block 3:</u> 3.4. Asking and offering information about opinions, points of view, advices, etc.</p> <p><u>Block 4:</u> 3.2. Description of physical qualities of people, locations, etc. 3.3. Narration of past events and current situations.</p>	

ACTIVITY 16 - LESSON 6		
Title: Debate	Type: Consolidation	Timing: 40 minutes
Classroom Management: The class is divided into the two parts and will proceed to debate.		Resources: Projector, any material needed for the debate.
<p>Learning Standards:</p> <p><u>Block 1:</u> 1.5. Understands the points provided by the other part during the debate and takes out the most important elements to counter-argue.</p> <p>6.5. Distinguishes the main ideas and key pieces of information in his or her speech and puts emphasis on those, especially in the last round of the debate.</p> <p><u>Block 2:</u> 4.3. Takes part in formal debates about Guy Fawkes' trial elaborating his or her arguments and expressing his or her opinion easily and clearly.</p> <p><u>Block 3:</u> 6.4. Understands specific topic-related information presented during the debate to express his or her arguments or to counter-argue the proof presented by the other part.</p> <p><u>Block 4:</u> 3.3. Presents the texts produced in the debate as proof to support his or her arguments during the debate, including elements like sources, photos, etc.</p>		
<p>Linguistic Input: Hello Guys! How are you? The day has arrived! Today Guy Fawkes will be judged for trying to kill the king of England! Are our lawyers prepared? Is our Guy Fawkes prepared? And our king James I? Perfect, so you may begin your argumentations.</p>		

This is the most important activity of the whole unit. Every knowledge acquired during this will be displayed here, or it should be. This is where all task-based work has to provide its results. The students will have worked with their different skills to get to this activity. They will present their ideas that they have already outlined and written for this activity. Firstly, they will show their written comprehension skill by having read and made research to get their arguments right and have them backed up. Secondly, they will show their master of the oral comprehension by listening to videos podcast or anything that they find useful to back their ideas and construct their arguments. However, this skill does not stop here. It is shown when the time to listen to their rivals comes. They will show their capacity to understand their opponent and thus counterargue their statements. It will be a key point to the third phase of the debate. Thirdly, there will be a work with the oral expression since it is the skill students will use to provide and state their arguments throughout the different phases of the activity. Finally, the written expression will be used when the time to get their ideas together comes. They will collect all the

useful information and write their arguments in order to, later, present them in the debate. Furthermore, this skill is present when the time to listen to their rivals and write their arguments comes. There will be a combination between oral comprehension and written expression so that they can counterargue their rivals correctly. The teacher shall collect this written material after the speakers have finished to also analyse it and use it to grade the different students.

In conclusion, the literacy skills are key to this activity, which should result fine if the instructions are followed carefully. In the end, the teacher will reveal the winner exposing the arguments to his or her judgement. A combined use of the literacy skills and the students' own skills should provide the results in the debate.

ACTIVITY 17 - LESSON 6		
Title: Video of <i>V for Vendetta</i>	Type: Conclusion	Timing: 10 minutes
Classroom Management: The classroom will be seated in front of the projector. This is the best way of listening and paying attention to the content presented.		Resources: Projector and video
Learning Standards: <u>Block 1:</u> 1.1. Understands the most important points that the teacher explains aloud, which contain instructions, indications or other types of information.		
Linguistic Input: So, now that we have our verdict and that Guy Fawkes has been charged, the least we can do is take a little vengeance, right? So, then, let's see how the Houses of Parliament blow up. Pay close attention!		

To conclude this unit, the video of *V for Vendetta* finds its way very easily. It is an encouraging video from the ending of the film that pretends to encourage people in their individuality englobed in the belonging to the community. Also, it recreates what the Gunpowder Plot should have been in case it had happened. The teacher should ask the students if they have enjoyed working with this and whether they want to do it or not again. This will reveal if there is an interest for the subject and if the students are into it. The materials provided by the students will serve as justification for the grading results combined with the atmosphere the teacher has witnessed during the different lessons, which shows the real behaviour and participation in each case of each student.

6. WIDER FRAMEWORK

It has been repeatedly mentioned throughout this paper that there are more cultural events worthy of mention and that, theoretically, can be included in the wider frame with which the teacher should work. These cultural elements are an important part of their societies, so, as there are specific limits to their development in this paper, an overview on how to introduce them will be included next, but these proposals will not be developed in detail. To close this cultural proposal, one cannot just develop one trimester of cultural events, but rather give it a continuity throughout the course. Therefore, there are multiple options that can be fit into this scheme. This paper will include now how two different cultural events can be fit into the second and third trimester, following this order.

Firstly, regarding Saint Patrick's Day festivity and its EFL didactic proposal, there are specific limits to its development. The ideal scenario would require that the proposal finished on March 17th. If this cannot be achieved, the solution may require that the last session of the didactic unit shall happen as closest as possible to the aforementioned date. Hence, everyone within the classroom could celebrate the festivity by using its characteristic green colour and listening to the traditional Irish music. The unit would begin 5 sessions previous to the last one and would deal with matters regarding Irish identity. Therefore, there would be a walk-through Irish history and culture. In regards of the former, there would be a coverage regarding Irish golden age in the Iron Age, with materials covering the Celtic products that have been found all throughout the island. Many hoards can be seen in the Irish National History Museum, located in Dublin, since they are displayed in it. Therefore, elements such as the Tara Brooch or the golden torcs can be seen there. It would also be interesting to point out the parts where migration in Ireland was taking place since that would explain why Saint Patrick's Day is celebrated in the entire world because of this migration that took place specially during the 19th and 20th centuries. In regards of the latter, other elements are also worthy of mention, since Irish production of music is very extensive and rich, providing many current famous groups. Moreover, the traditional dances and traditional folk stories that construct Irish identity. There would also be an insight of other elements such as the famous Irish harp, which is located in Trinity College.

There are many aspects and features of Irish identity to be covered, therefore, a good way of covering all these aspects is for students to make their own choices on what they would

like to investigate about. The teacher could provide a list of Irish cultural elements including music, history, heritage, but also literature, sport, languages, famous people, etc. These topics should be done investigation around and eventually presented in the class, showing each student a small part that will later build, by putting these pieces all together, the wider frame which Irish identity represents. Then some panels can be created with the different materials collected by the class. In the end, there can be an exhibition of the different elements presented by the students in the high school. Therefore, there will be a big exhibition of many different elements

Following with the third and last part of this hypothetical wider frame, this proposal includes the American National holiday of the 4th of July. This festivity is celebrated all throughout the United States of America and dates back to the 18th century. Hence, this is an important event that determined the development of America and the whole world. This includes the American War of Independence as a starting event for the creation and establishment of one of the biggest countries in our current society. Students should dig into the events that led to this war and investigate about determining points, such as the Boston Tea Party.

It would be interesting that students were divided into two groups, one defending the pro-British side and the other defending the pro-13 colonies side. Therefore, there would be already two sides where they would assign different roles within the ones they have already studied, for instance, the thirteen representatives of the thirteen colonies or king George of England and the members of the Parliament. It is true that this investigation requires a lot of work, so it would be best if the teacher followed a task-based methodology. Hence, students would be able to work through this time period in a distressed manner, fulfilling the different tasks progressively. In the end, students would have to collect all these tasks and prepare the performance. This can be a similar game to stratego. Each one of them would fulfil a role of the board game and play it on the playground. Therefore, this would represent a strategic game, similar to the war of independence, since everyone would be fulfilling a role in the game.

7. CONCLUSION

Many reasons have been included in this paper in favour of introducing culture teaching in the EFL teaching, since it can provide many new opportunities and constructive concepts for the students. Hence, they would be learning about the culture of the countries, whose language they are learning. Therefore, they can become more and more familiar with the language, being able to understand connections with language and culture. It has been also mentioned that the use of culture teaching should not be just limited to one trimester but rather be done in each one of them, since there are many cultural events from which material can be taken out to make units. Scholars have argued this for many decades, and they have all reached to the conclusion that introducing culture teaching in foreign language teaching is, rather than possible, a necessity. As it has been exposed in this paper, it is very hard to picture a language without paying attention to the culture in which this language was developed, they are combined units that should be studied as such. Furthermore, this also provides other advantages such as the increase in the students' motivation towards learning the language.

The methodological part is also essential in order to relate it with culture teaching. There are, thus, specific ways in which language teaching can be triggered. There are better methods in order to practice language, two of which have been included in this paper. To choose the right method is essential, since that will allow your students to achieve as much improvement as possible. It is also good to alternate the method, to avoid tiredness or boredom, which is why there are many methods that can be suitable for culture teaching and, eventually, for language teaching.

This proposal was intended to be put into practice during my internship period in Juan de Juni as it has been mentioned. Therefore, the results of this didactic proposal could be seen in the class and hence modifications and improvements could be done in order to trigger the students in a better way. However, due to the global COVID-19 pandemic this could not be achieved. Classes were suspended by the autonomous government of Castile and Leon on March, establishing that classes henceforth were done on-line. This allowed me to at least introduce some of parts of the didactic proposal, which were those included in Lesson 2: The Power Point presentation, which was adapted and recorded via screencast, since this platform only allows fifteen minutes of recording in the free version. Then, students had to watch the videos that appeared in the Power Point and we had a

small talk about what they have thought in regards of the presentation, topic, etc. They also had to fulfil the Activity Handout that is included in the Annex. The final conclusions were that the students did know about the topic and were familiar with the Bonfire Night festivity. They also knew why, or how, it originated but they did state that no one had explained to them the religious reasons and the Catholic situation that led Guy Fawkes and his group to act and rebel against James I of England and Scotland.

In the end, this proposal allows students to make use of the language in many different ways, which is, at the same time, what characterizes culture teaching. Hence, this proposal tries to establish different and multiple activities going around one concept that is crucial and current in English society. There are many opportunities to communicate in the target language to try to improve the use of language. This language production is what every language teacher is looking for in their classes, hence this is the ultimate goal, especially in a second or third language class.

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9. ANNEX

- Activity 4: This activity includes the Power Point Presentation, which I could put into practice during the lockdown in March.

<https://screencast-o-matic.com/watch/cYf6Dzaka2>

- Activity 6: These are the videos that are to be played after the discussion in session two. They are supposed to serve as a visual guide of the Gunpowder Plot for the students.

Part 1: <https://www.youtube.com/watch?v=YptNONmnXH0&t=3s>

Part 2: https://www.youtube.com/watch?v=edhuXbE_nBk&t=2s

- Activity 9: This is a video vlog from a youtuber who travelled to London to witness the Bonfire Night last year, therefore it is a very useful way to see what is actually done during the holiday.

<https://www.youtube.com/watch?v=V66xOfKq2w&t=373s>

- Activity 13: This is the handout to be fulfilled by the students regarding the materials they have worked with.

<https://en.islcollective.com/english-esl-worksheets/grammar/articles/bonfire-night-gunpowder-plot/111258>

- Activity 17: This video shows the three last minutes of the film *V for Vendetta* that are supposed to be played after the debate finishes.

<https://www.youtube.com/watch?v=gZfvwNdXjfc>